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ABSTRACT

This program, included in "Effective Reading Programs...," serves 391 children from preschool through grade 6. The students are largely disadvantaged, and some are physically handicapped an/or mentally retarded. The program is designed to improve students' reading skills and attitudes toward reading, to improve teachers' ability to individualize reading instruction, and to increase the amount of school-community interaction. Classes are organized into three units: primary, including ages 4-9; middle, ages 7-11; and upper, ages 9-13. Instruction is individualized and based on the Wisconsin Design for Reading Skill Development, with pretesting for diagnostic purposes, teacher-directed skill instruction, and posttesting for assessment of skill mastery. Minicenters in several classrooms offer individualized reading activities and games, and some are motor-perceptually oriented. An important component is motor-perceptual movement patterns, a step-by-step progression of muscular development to improve coordination, particularly for reading. Volunteers utilized are parents, grandparents, senior citizens, community members, and older students. (WR/AIR)

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"PLAN YOUR WORK-WORK YOUR PLAN"
or
THE JEFFERSON SCHOOL DESIGN FOR RIGHT TO READ

"Plan Your Work -- Work Your Plan" became a byword at Jefferson Elementary School in La Crosse, Wisconsin when word came that the school had been designated as a school-based Expansion Site Right to Read project in January, 1972.

The hours spent in preparing a description of the current status of Jefferson School's reading program and writing a proposal for anticipated changes became a short prelude to the hours and days devoted to shaping the innovative approach to the school's Right to Read project which encompassed both a process and a program.

A trip to Washington D. C. to hear the plans proposed by Dr. Ruth Love Holloway and her assistants resulted in acquiring the now famous flow-charts which were to serve as a worthwhile guide to assessing needs, taking inventory of personnel and skills available, drafting long-range goals, mapping needed inservice programs and evaluating diagnostic-prescriptive work and progress of the project. Goals, objectives and behaviors, as formulated on the local level in the Unit Task Force, came to serve as a public pronouncement of what was planned at Jefferson School to help boys and girls become better readers.

The Unit Task Force was formed within a week after the trip to Washington D. C. Invited to Task Force membership were the State Superintendent of Public Instruction, the Mayor, the President of the Common Council, a member of the Board of Education, the Superintendent of Schools, the Elementary Consultant, the Director of Cooperative Service Agency # 11, the state RISE chairman from the PTA Board, two teachers and two parents, with the building principal serving as chairman.

Plans included developing the use of the Wisconsin Design for Reading Skill Development. The Word Attack Skills component had been used since the fall of 1971. Permission was granted for the use of the Study Skills component. Large charts were used to post the pretest and post-test scores of each skill at each level. Students were

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assigned to work in small groups to master the skills they did not have. Students who were not in groups during a particular skill cycle worked in "minicenters" on individual activities, ranging from playing chess to reading with a partner or playing a game involving reading skills. These centers helped develop a sense of decision-making and responsibility which was to become apparent when the beautiful new Instructional Materials Center was completed.

A unique diagnostic-evaluation instrument was developed for use with kindergarten and/or first grade students. Tested were: movement patterns involving gross and fine motor skills, language, number sense, vision, audition and other senses. The results of this testing served as the basis for developing readiness skills through a motor-perceptual movement patterns program carried out cooperatively between homeroom teachers and the physical education department. Teachers, student teachers, aides, university students and specialists made it possible to work with small groups of students. All 102 primary unit children had class at the same time daily. From 7 to 9 instructors were available to work on specific skills. Later, peer tutoring was woven into this part of the program. Students from fifth and sixth grade served as tutors of kindergarteners and first graders. The experience was as valuable to the tutor as to the tutee. Many of the older students established a rapport with the little children which carried over to the school playground and to the neighborhoods.

It had been agreed in Unit Task Force that every child would be involved in the Right to Read Effort at Jefferson School. It had also been agreed that the whole child needed to be considered when planning for an effective reading program. For that reason, children who were hungry were fed. Children who had defective vision were fitted with glasses. Children whose hearing was impaired were fitted with hearing aids---or had surgery to correct defects. Children in need of counseling were scheduled to meet with the psychologist and social worker.

The Parent Teacher Association actively supported the Right to Read Effort.

Originally, they had conducted an auction and raised $1200 in their low socio-economic district to make it possible to embrace a multiunit, Individually Guided Education program in their school. They continued their support by participating in a volunteer tutor program. They came to school for training by the Assistant Project Implementor and came regularly to listen to children read or to help in the classrooms. Parents also came to parent-teacher meetings to learn about the Right to Read Effort. They sewed special bags for children to carry home books, filmstrips and projectors from the new IMC. They looked at the filmstrips, read with their children and took an active part in the Book Fair which was held each fall in connection with Children's Book Week. They sewed 150 bean bags used to help children develop coordination which is obvious pre-requisite to good reading habits.

The Senior Citizens of the community were not overlooked. They were involved in a 'Listening Grandparents' program. Some of them came to school and visited with the little children. They taught them how to use hammers and nails to increase their coordination skills. They talked with them and read to them. They listened to them and hugged them. Grandpa Joe received a quilt from the kindergarten children after they had tied the quilt---on checked material---to improve their counting skills! Sometimes the children went to visit the 'grandparents' who lived in a high-rise for the elderly. Plans were carefully laid by the Assistant Project Implementor so that children and elderly were compatible. Children brought their books with them to read. Often the 'grandparent' provided the children little treats or talked with them before they left. Now the children are carrying dinner over to one of those 'grandparents' who is confined to a wheelchair. It is a touching tribute for them to tell her how appreciative they are of her efforts to have little visitors last year.

Now that senior citizens are coming to school to eat every day, children take turns being hosts and hostesses. They hang up their coats, carry their plates, write them letters (using their written language skills) and visit with them. The ex-

perience is mutually beneficial.

High school students serve as tutors and teacher aides to help children read, write and study. They have worked as volunteers, under the Youth Tutoring Youth program and under the CETA--Comprehensive Employment Training Act program. The purpose is the same: they help children to become better readers and workers.

Developmental reading is taught through a multimedia approach. If children are auditory learners, they have access to a tape and listening table or cassette player. If they are visual learners, they are taught through seeing the words and through chalkboard work. If children learn most effectively through a kinesthetic mode, they have available letters of varied sizes and texture with which they can work. They also use sand, corn or crayons to make letters. Children work in one-to-one programs or in small groups. Different basic texts are used with a number of groups. The coordinating medium in the primary unit is the use of the Phonovisual charts with their sounds and letters. In the middle unit, third and fourth grades, the Ginn 360 basic readers are used for developmental reading. A second grade reading at fourth grade level, is a member of that unit during reading time. When he is in his homeroom, he is 'consultant' for children in that if he is asked a question he and the questioner go get a World Book and the gifted child reads to his tutee all he would like to know. In the upper unit, fifth and sixth grades, some students work with a teacher who has special training in corrective reading. Some work in an individualized and/or literature program with a teacher who is capable of dealing with the talented and gifted. Two others work with children who need developmental reading skills. These groups meet three days a week. Skills groups meet two days a week. Groups are posted on the bulletin board in each homeroom following unit teachers' planning period so everyone knows where to report for reading.

Specialists working under the Title I federal reading program are members of units, also. They diagnose difficulties, administer tests to determine instructional

level, and work with students from Jefferson School and three nearby parochial schools to help them become better readers. Currently, one full-time and one part-time teacher are working in this program.

A teacher of selected four-year olds is also working in the Title I program. This class meets in the basement of a church one-half block from the school. These children are taught an awareness of their environment. They are stimulated to participate actively in listening and learning. Field trips, walks, films and music are all a part of their program. They have contact with adults who come to work as volunteers and as aides. They have contact with the senior citizens who come to watch and to visit. Last year, a bus load of patients from the veteran's hospital came to visit and brought a bus load of toys, chairs, tables, rocking horses and signs they had made over a period of eight months. The visit was an experience in human relations.

In order to make an overall, integrated program of reading instruction such as this possible, some unique inservice sessions have been conducted with the school staff. The first such inservice was a modularly scheduled workshop of four days duration. It had been planned after a questionnaire had been used to determine what people felt they needed in order to work more effectively with the children. As a result, teachers at different levels were attending different meetings simultaneously. The day was divided into twenty-minute segments. Certain modules were reserved for large-group meetings. Others were devoted to unit level meetings. Some were devoted to hearing experts in particular fields. Others were sharing sessions. One day was reserved for instruction in the new Study Skills component of the Wisconsin Design.

Another inservice program was a two-week course in elementary symposium, based on the Right to Read. Components of the project were reviewed. New topics, such as Individually Guided Motivation, were introduced. Effective ways of working with aides, volunteers and tutors were explored. The use of the computer to help select proper materials of instruction was explained by a faculty member who participated in the

year-long study of teaching with the aid of the computer.

A course in Behavior Modification was the topic of another inservice program. The course was taught by the school psychologist and members of the psychology department of the local university. Changes in behavior were effected through application of the principles learned in this class.

In addition to inservice for the local school staff, an inservice for administrators of all schools in the district was conducted. Representatives of two universities also attended the session which was based on the Right to Read components. These have implications for use in managing any content area of the curriculum---or any school. It is a matter of "Plan Your Work----Work Your Plan".

Evaluation of the Right to Read project was continuous. The results of pretests and post tests were carefully monitored. Progress in learning skills was evident and obvious. The timetable for accomplishing tasks was also monitored. Evaluation by outside experts was on a regular basis as well. An administrator who had much expertise in federal projects met regularly with the Task Force and Project Director to assess progress. A report card from evaluation by the U.S. Office of Education indicated the project was 'on target' and carrying out the intent of the Right to Read Effort. Evaluation by CRI--Contemporary Research Associates--confirmed this view. Components of the project were included in a catalog for national distribution by AIR--American Institute of Research.

The Project Director was requested to share reports on program components at meetings in Denver, Kansas City, Missouri, Washington D.C., Minneapolis, Chicago and New Orleans as well as at numerous places throughout the state of Wisconsin.

Displays have been developed which show how communications have played an important part in the success of the Right to Read project at Jefferson School. Others pictorially display more ways than one to learn, the Magic Circle involving all school and community personnel contributing to boys and girls becoming better readers. Components of the program have been summarized for distribution. A twenty-five page

summary packet describing the project has been distributed and was declared by George Washington University personnel to be a "must" in every Right to Read school in the country as a guide to action.

Records indicate much progress following teaching skills tested in the Diagnostic-Evaluative instrument. Steady progress is noted in Word Attack Skills and Study Skills in the Wisconsin Design. The charts are continued from year-to-year. Periodically, review tests are given to insure mastery of the skills. Iowa Tests of Basic Skills indicate growth in almost all areas of the reading portion of the test. An item analysis is being obtained at the third and sixth grade levels to give us additional relevant data on these tests. The attitudinal evaluation improved attitudes toward reading as a result of the Right to Read Effort.

Despite the fact that federal funding has ceased, the expertise acquired during the project remains. The program components are being continued. The individualized teaching continues. The instructional materials center is continually in use. Parents continue to be interested. Goals, objectives and behaviors are "a way of life" at Jefferson School. The Project Director submits management objectives based on the format of Right to Read goals for administering the school. Yes, "Plan Your Work--Work Your Plan" is a reality at Jefferson School in La Crosse, Wisconsin.

GREETINGS FROM JEFFERSON ELEMENTARY SCHOOL EXPANSION SITE R2R
901 Caledonia Street, La Crosse, Wisconsin 54601

The materials which follow this cover letter are intended to give an OVERVIEW OF some items involved in the PROCESS and PROGRAM of R2R.

1. COMPONENTS OF THE JEFFERSON DESIGN FOR R2R

The PROCESS portion includes the planning, implementing and monitoring of the effort to improve reading services to boys and girls.

The PROGRAM portion includes the components which are used in the Jefferson Design to carry out the plans made by the Unit Task Force and the school staff. These components would very likely be different in every school where a R2R effort is initiated, in the country (or the world).

2. PROGRESS REPORT ON THE JEFFERSON R2R PROGRAM

This summary includes a short paragraph on each of the components of the Jefferson Design---in the order in which they are listed in the COMPONENTS section.

3. GOALS, OBJECTIVES AND BEHAVIORS

These were developed at the beginning of the R2R effort at Jefferson. They reflect that reading is considered broad-based, and involves all children, teachers, plus members of the private sector (community). The Objectives are numbered, or prioritized, as unanimously agreed upon for Jefferson School. They represent the core of implementing a R2R effort.

4. PARENT HANDBOOK

This communication tool explains the new program to parents of our school community. It is one of many communications facets of the Jefferson Design for R2R. Another is the Student Handbook, including much of the same information, but written in the vocabulary of children. Samples of several pages of it are included on two sheets, following the Parent Handbook. It shows the style in which it is written. It is half the size of the Parent Handbook.

5. COMMUNICATIONS

In addition to handbooks, information about the program is communicated via: ---daily newsletters to the staff---periodic newsletters to parents---excellent coverage by the La Crosse Tribune (we have a scrapbook filled with information about the project)---cooperation from radio and television stations---personal appearances to speak about the project---explanations to visitors (Tuesday is visiting day from mid-October to the second week in May.)

We hope you will share these materials with as many parents, teachers and administrators as you possibly can. This way the intent of Right to Read can be spread to thousands of people through out the country very quickly! We wish you well in your efforts!

----Ms. Borghild L. Olson, Principal and Project Director

COMPONENTS OF THE JEFFERSON DESIGN FOR THE RIGHT TO READ

Jefferson Elementary School Expansion Site
901 Caledonia Street
La Crosse, Wisconsin 54601
Spring 1973

Several items are involved in the PROCESS of the Right to Read program:

___Unit Task Force

___Flow Charts

----Commitment to Change

----Assessment Summary

----Goals, Objectives and Behaviors

----Program Planning Procedures

----Status and Reporting

___Work Statements

___Midyear Report

A number of components and/or factors are involved in, and influence, our reading PROGRAM. These include:

___Multiunit Organization (MUS-E Multiunit School - Elementary)

----Unit Meetings

----IIC (Instructional Improvement Committee)

___Wisconsin Design for Reading Skill Development

----Word Attack Skills

----Study Skills

----Comprehension Skills

----Creative, Interpretive and Self-Directed Reading Skills

___Motor Perceptual Movement Patterns (Books, slide-tape presentation, pictures,

video tape, and other materials available upon order)

----Correlated with Physical Education

----Correlated with unit and/or homeroom work

____"Minicenter" (or Maxicenter!)

----Individualized reading activities (and games)

----Motor perceptually oriented

____The Place of the Instructional Materials Center (IMC)

____Youth Tutoring Youth

____Prekindergarten: "This Is Kid Country!"

____Individually Guided Motivation

----Pro Social Behaviors

____Career Development

----Rationale

----Activities

----Surveys and Interviews

____Community Involvement

----RISE Volunteers Program

----Training

----Implementation (scheduling)

----Listening Grandparents

----PTA and Its Relationship to Our Successes

----Story Hour in Community

____Public Relations

----Mass Media Coverage

----Disseminating Information

____Diagnostic Prescriptive Procedures

----Rationale

----Tests

----Assessment

____Reporting to Parents

____Support of Auxiliary Staff

____Modularly Scheduled Workshop

____Selection of Materials for the Program

____Measurements in the Affective Domain (attitudes and behaviors)

____The British Open Primary System

----Slide-tape Synchronized Presentation "We Move to Learn and We Learn to Move" (An Overview of Movement Education in England)

----Slide-tape Synchronized Presentation "Sounds of Learning" (An Overview of the Open Primary System)

____Cooperation with:

----CESA #11 (Cooperative Service Agency)

----State Department of Public Instruction

----Research and Development Center, University of Wisconsin

----University of Wisconsin - La Crosse & Viterbo College

----La Crosse Housing Authority

----La Crosse Public Library

----WWTI (Western Wisconsin Technical Institute)

----Office of Economic Opportunity

----Technical Assistant from University of Minnesota

----Ball State University - Muncie, Indiana

----CRI (Contemporary Researchers, Incorporated) - Los Angeles, California

----United States Office of Education - Right to Read Office

----RIF (Reading is Fundamental) & National Reading Institute

____Evaluation Techniques

----Ms. Borghild L. Olson, Principal, Jefferson School and Project Director

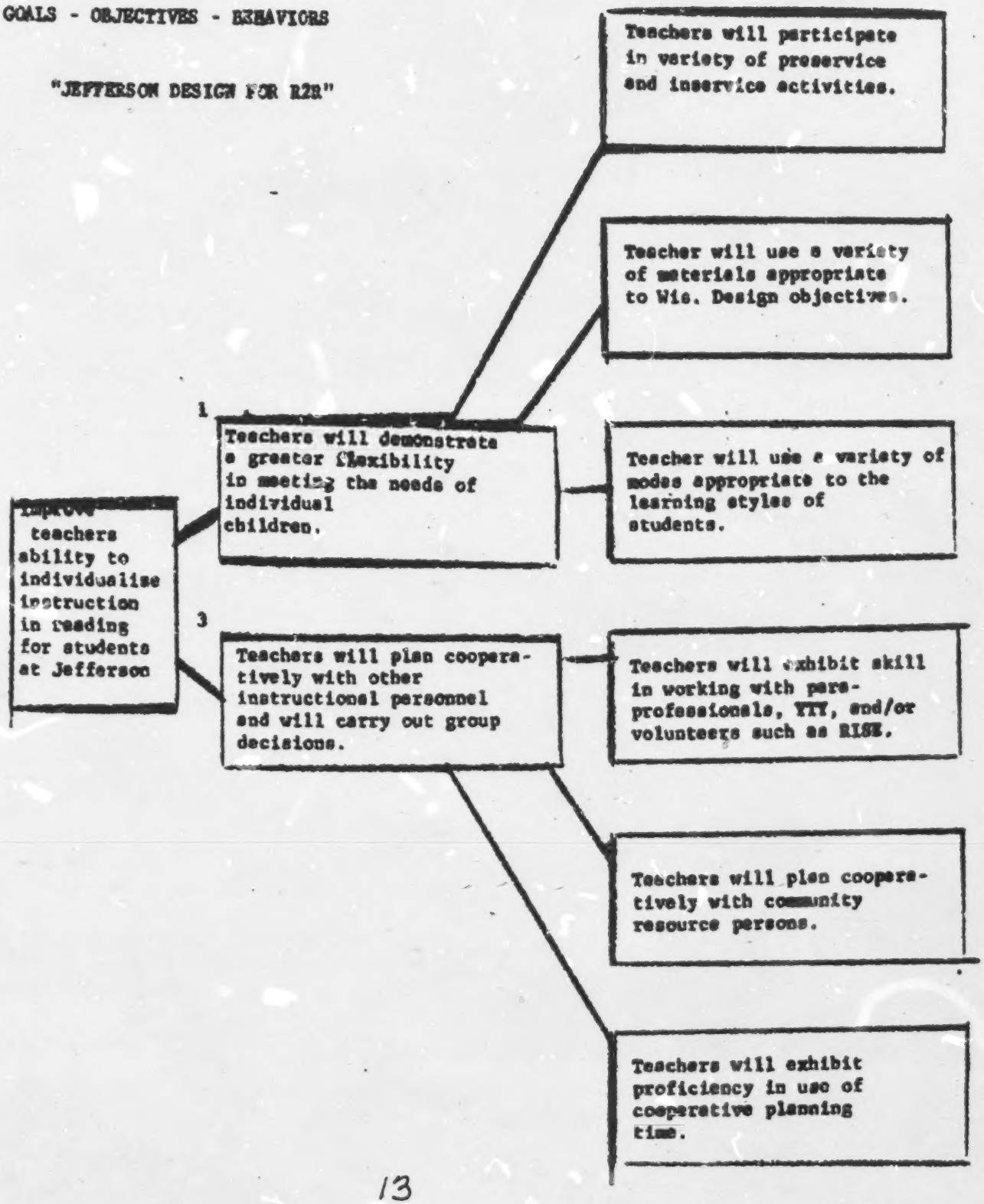
Ms. W. L. Carlin, Assistant Project Implementor

Jefferson School

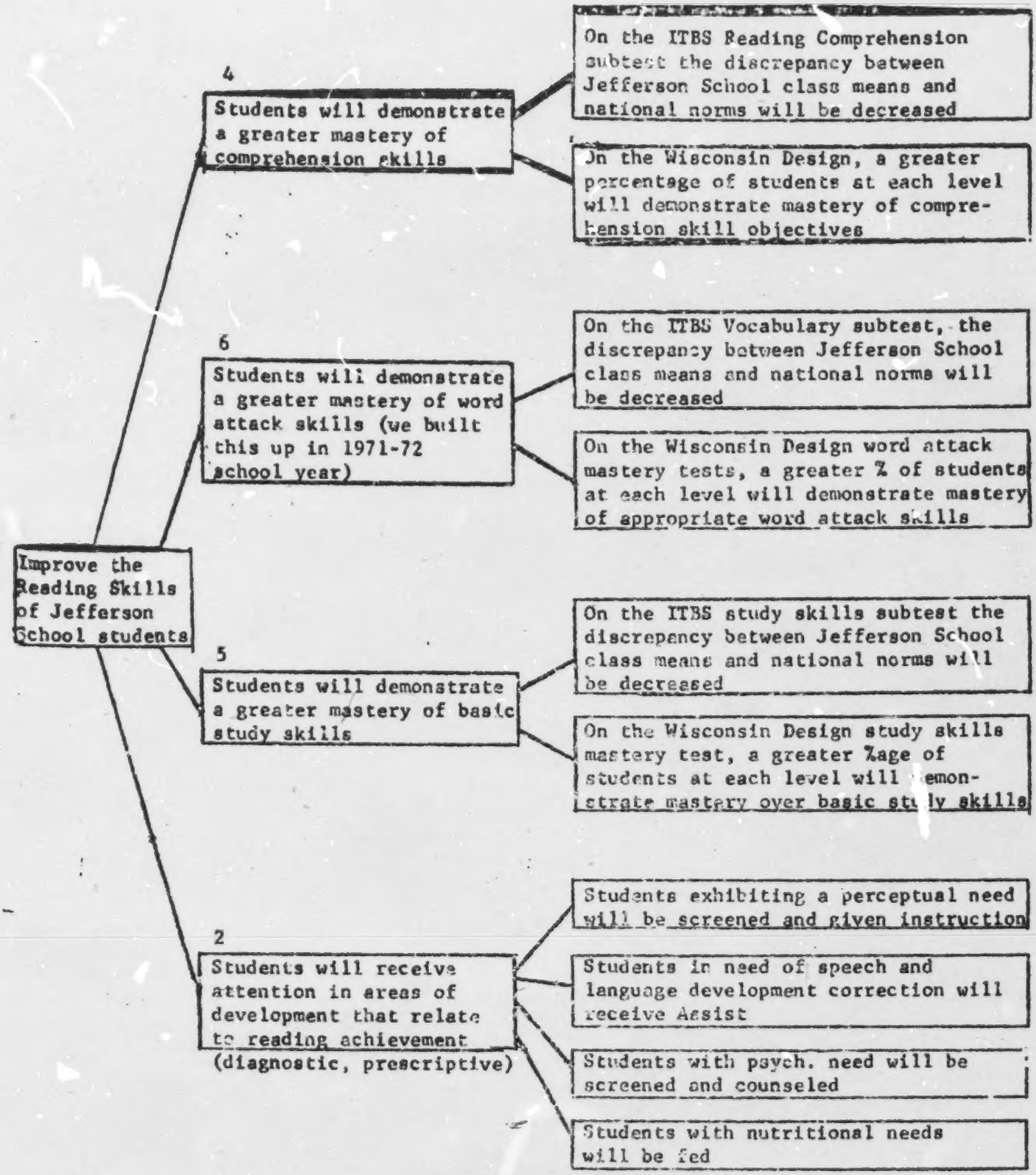
901 Caledonia Street
La Crosse, Wisconsin 54601

GOALS - OBJECTIVES - BEHAVIORS

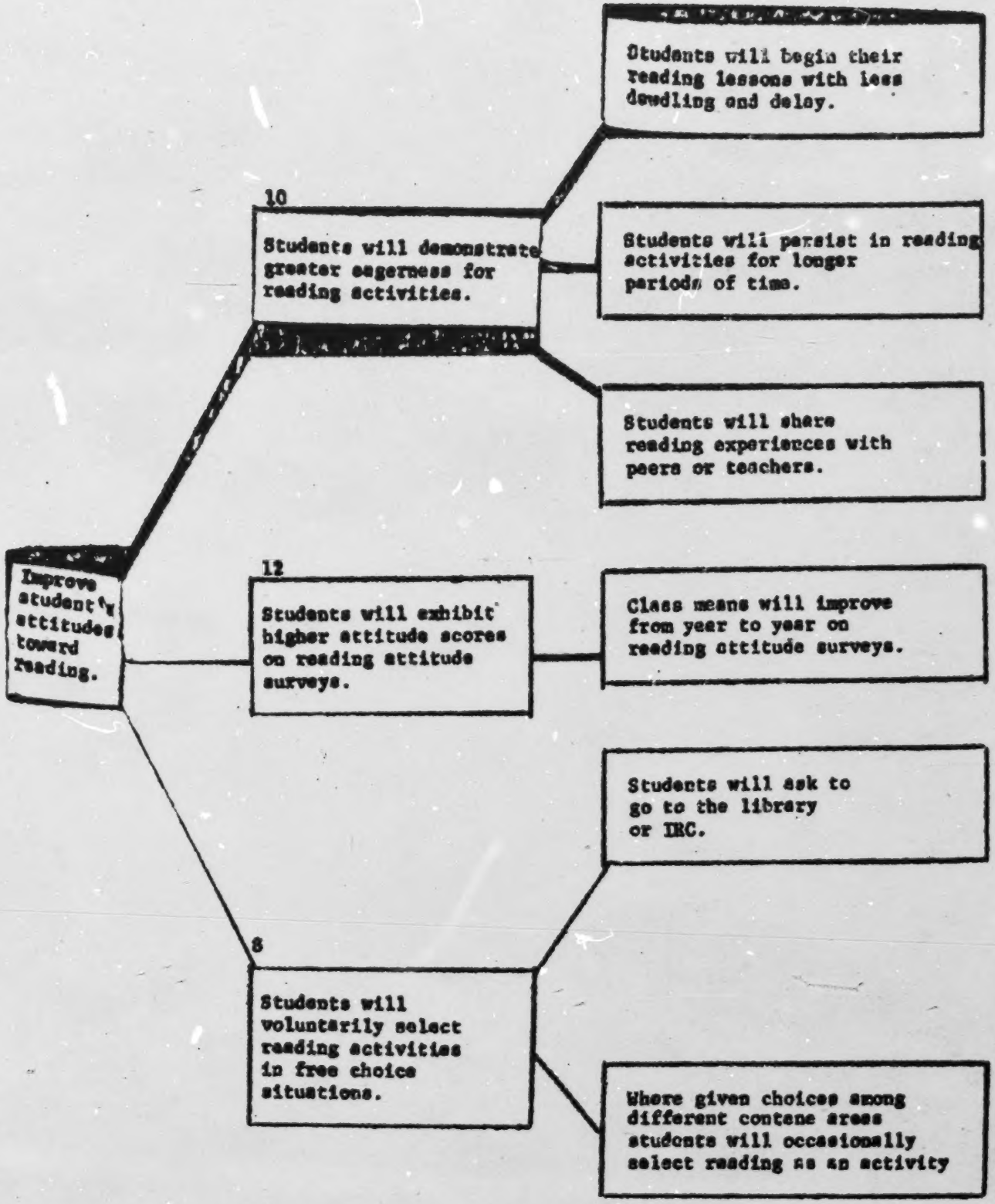
"JEFFERSON DESIGN FOR R2R"


Improve teachers ability to individualize instruction in reading for students at Jefferson
1
Teachers will demonstrate a greater flexibility in meeting the needs of individual children.
Teachers will participate in variety of preservice and inservice activities.
Teacher will use a variety of materials appropriate to Wis. Design objectives.
Teacher will use a variety of modes appropriate to the learning styles of students.
3
Teachers will plan cooperatively with other instructional personnel and will carry out group decisions.
Teachers will exhibit skill in working with para-professionals, YTT, and/or volunteers such as RISE.
Teachers will plan cooperatively with community resource persons.
Teachers will exhibit proficiency in use of cooperative planning time.

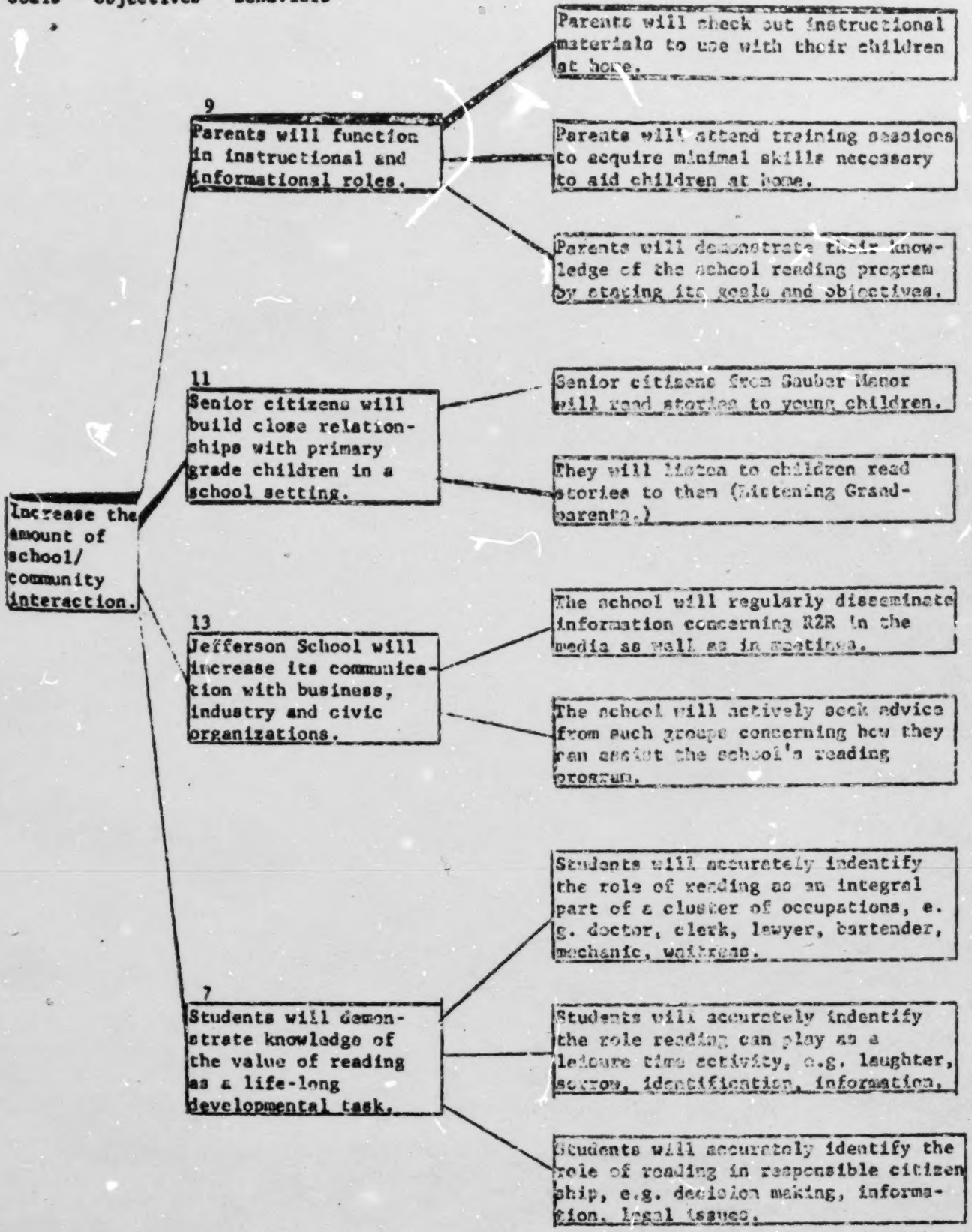
RIGHT TO READ
Jefferson School
Goals - Objectives - Behaviors


Improve the Reading Skills of Jefferson School students
4
Students will demonstrate a greater mastery of comprehension skills
On the ITBS Reading Comprehension subtest the discrepancy between Jefferson School class means and national norms will be decreased
On the Wisconsin Design, a greater percentage of students at each level will demonstrate mastery of comprehension skill objectives
6
Students will demonstrate a greater mastery of word attack skills (we built this up in 1971-72 school year)
On the ITBS Vocabulary subtest, the discrepancy between Jefferson School class means and national norms will be decreased
On the Wisconsin Design word attack mastery tests, a greater % of students at each level will demonstrate mastery of appropriate word attack skills
5
Students will demonstrate a greater mastery of basic study skills
On the ITBS study skills subtest the discrepancy between Jefferson School class means and national norms will be decreased
On the Wisconsin Design study skills mastery test, a greater %age of students at each level will demonstrate mastery over basic study skills
2
Students will receive attention in areas of development that relate to reading achievement (diagnostic, prescriptive)
Students exhibiting a perceptual need will be screened and given instruction
Students in need of speech and language development correction will receive Assist
Students with psych. need will be screened and counseled
Students with nutritional needs will be fed

Right to Read
Jefferson School
Goals - Objectives - Behaviors


Improve student's attitudes toward reading.
10
Students will demonstrate greater eagerness for reading activities.
Students will begin their reading lessons with less dawdling and delay.
Students will persist in reading activities for longer periods of time.
Students will share reading experiences with peers or teachers.
12
Students will exhibit higher attitude scores on reading attitude surveys.
Class means will improve from year to year on reading attitude surveys.
8
Students will voluntarily select reading activities in free choice situations.
Students will ask to go to the library or IRC.
Where given choices among different content areas students will occasionally select reading as an activity

RIGHT TO READ
Jefferson School
Goals - Objectives - Behaviors


Increase the amount of school/ community interaction.
9
Parents will function in instructional and informational roles.
Parents will check out instructional materials to use with their children at home.
Parents will attend training sessions to acquire minimal skills necessary to aid children at home.
Parents will demonstrate their knowledge of the school reading program by stating its goals and objectives.
11
Senior citizens will build close relationships with primary grade children in a school setting.
Senior citizens from Snuber Manor will read stories to young children.
They will listen to children read stories to them (Listening Grandparents.)
13
Jefferson School will increase its communication with business, industry and civic organizations.
The school will regularly disseminate information concerning R2R in the media as well as in meetings.
The school will actively seek advice from such groups concerning how they can assist the school's reading program.
7
Students will demonstrate knowledge of the value of reading as a life-long developmental task.
Students will accurately indentify the role of reading as an integral part of a cluster of occupations, e.g. doctor, clerk, lawyer, bartender, mechanic, waitress.
Students will accurately indentify the role reading can play as a leisure time activity, e.g. laughter, sorrow, identification, information.
Students will accurately identify the role of reading in responsible citizenship, e.g. decision making, information, legal issues.

PROGRESS REPORT ON THE JEFFERSON ELEMENTARY SCHOOL
EXPANSION SITE R2R PROGRAM
901 Caledonia Street
La Crosse, Wisconsin 54601

PROCESS

Drafting a sound foundation for improving reading services to boys and girls is accomplished through the R2R PROCESS. The skeleton Unit Task Force was embellished with the addition of six advisory members from the lay and professional fields. In addition, the Mayor of the City of La Crosse and the State Superintendent of Public Instruction accepted roles of honorary membership on the Task Force. Both of them, too, are active, participatory members!

Flow Charts, which were disseminated from the Right to Read Office in Washington D.C., included an Assessment Summary which indicated what needed to be done after studying achievement test data recorded there. The Commitment to Change became a reality when teachers indicated, in writing, that they chose to be involved in the exciting and challenging program. The chart reflects the seriousness of the committment.

Goals, Objectives and Behaviors were discussed in the cover letter, and those written for Jefferson School are included in the packet. Program planning includes a step-by step plan to accomplish the objectives as prioritized. Status and Reporting charts reflect the plan in action.

Work Statements were written to tell, in narrative, the background and process of the R2R effort. In succeeding years, they included the summary of the work accomplished during the previous year.

The Midyear Report submitted to R2R Office told of the comparisons of accomplishments to the Objectives set for the second year. It also summarized objectives for which the Project Director felt more work needed to be done (#9 and 11). However, the project's evaluator felt the quality of this work was "on target" according to second year plans. The third section of the report included the innumerable things which had been done, beyond the expectations of the plans for the second year. The many speaking engagements beyond the La Crosse Area schools, involvement at the state level, conducting a miniconvention for schools from a wide area in western Wisconsin and having visitors from numerous states, were all included here.

PROGRAM

Jefferson School is operating on a multiunit organization (since the fall of 1971). Teachers of the units (teachers of 2 or 3 grade levels form a unit) gather for planning meetings forty-five minutes four days a week during the school day. The IIC (Instructional Improvement Committee) coordinates the program via a weekly meeting on Monday after school.

The Wisconsin Design for Reading Skill Development serves as the monitor for teaching word attack skills. We pretest to learn what each child does not know; we teach small groups of children the skills they lack; we post-test to see if they have mastered those skills.

With the availability of the Study Skills component of the WDRSD, we are naturally branching out to individualizing other areas of the curriculm such as math and social studies, though we have not officially stated we are completely IGE in these fields.

Nevertheless, this is a natural "spinoff" positive effect of using the Design.

Comprehension skills are also being taught--partly on an individualized basis through arranging materials in the child's environment and partly through small group sessions. We look forward to obtaining testing materials in this area from the Research and Development Center---currently we are using our own teacher-made tests. Creative, interpretive and self-directed reading skills are all consciously introduced and encouraged through materials which have been selected for use in the program.

An important component of the program is the motor-perceptual movement patterns, which we have pioneered since 1965 at Jefferson School. We have published a philosophy and guidelines for parents and teachers. In November, 1971 we finished writing a second book which provides step-by-step "knowhow" which can be used by teachers, aides, parents and youth-tutoring-youth participants. We believe in a progression of muscular development---from gross motor skills, to fine motor skills, communication, and visual-perceptual skills---so necessary for reading. Books, tapes, pictures, slides and video-tapes of this program existed prior to our involvement in R2R. The program is easily correlated with movement education in physical education.

Our Primary Unit is organized so that students who need motor skills preceding the complex skills needed for reading, have an opportunity to work on the skills (in a program structured by the teachers and based on the findings of diagnostic tests administered to all incoming first graders) in an individualized program of reading activities in "Center". While one teacher operates the Center, other members of the unit draw from there their small groups of children for instruction from varied basal materials. (Our Board of Education adopted the multimedia approach to the teaching of reading. For this we are most grateful and pleased.) Until the new IMC was completed, each Unit Leader conducted "Center" during skills teaching time.

The Instructional Materials Center serves as a motivational factor to all students. The daily "checkout" report indicates over 100 pieces of materials were going out a day in September. Over 200 pieces of book and non-book materials have been borrowed from the center within recent weeks. Sometimes over 300 pieces are checked out daily! Seldom is a viewer machine left in the center overnight! Students check out machines and filmstrips, carry them home for perusal and enjoyment, and faithfully return them next morning.

Youth Tutoring Youth accomplish a two-fold purpose, of course. The experience benefits the one who gives, and the one who receives, the help. Training of these young people is crucial to their success and self-image. We trained a group last summer in motor-perceptual workshop (sponsored by CESA #11). During 1972-1973, a number of those students worked nine hours a week as tutors in our school.

Prekindergarten, a Title I program, is a richly rewarding experience for all children who have the opportunity to participate. Their teacher is creative and knowledgeable about the needs of little children. Her experience in visiting schools in England in the spring of 1972 is reflected in her teaching (as it is in the teaching of others who made the trip). We feel that experiences gained in this setting contribute to children's wanting to learn to read (one child did learn to read there last year---that is a long, interesting story by itself!).

Individually Guided Motivation involves a conscious effort on the part of each staff member to try to instill pro-social behaviors. To work at reenforcing children who are working "on task" and to speak in a positive manner to all can be a challenge, but what a reward to see children able to work more independently, and to be interested in their work!

A Career Development pilot project was carried out in the summer of 1972 to help students become aware of the importance of reading in the lives of adults in their own community. Surveys of occupations of parents of Jefferson School children were made. Interviews with business men of the immediate school community provided children with experiences in thinking of the importance of preparing for lifetime occupations. A study of occupations of ancient Rome, Greece, Egypt and present-day was of interest in the social studies classes at the upper level during the school year of 1972-1973.

Community involvement is important in R2R. Parents come to work as volunteers. Seven have become tutor-trainers under the RISE Volunteers program. A training program was held at our R2R school for further increasing the number of adults involved in tutoring. The R2R program and the RISE program were both part of the first PTA meeting of this year.

The parents, through the PTA, have given wholehearted support to implementing the new program in Jefferson School. Their all-out efforts, through arranging an auction which netted $1200, made it possible to initiate the IGE program in the fall of 1971. When one realizes this is in the lowest socio-economic area of the city, this transmits a tale of great cooperation and much hard work.

Through cooperation with community agencies, it will become possible to provide Story Hour at the new community center at Schuh-Mullen Homes, a federal low-rent housing project. Since this new facility has been completed, the program can be implemented.

Public relations cannot be overlooked in working with improving reading services. The local La Crosse Tribune has provided exceptional coverage of the Right to Read effort for readers of this area. The scrapbook, arranged by our Assistant Project Implementor, is already completely filled with stories of the program! Television, radio and press outside La Crosse, have been most cooperative. Newsletters to other R2R sites will focus on program components and on the area of communications.

Diagnostic and prescriptive procedures were initiated through a testing program for incoming first graders. It was found that visual memory, knowing left to right progression, sequencing and auditory discrimination were the key factors in locating students who would find mastering reading difficult. Much work is needed in this area--to perfect and explain the instrument.

A staff member has been involved all year with an inservice program to individualize reading through the use of computer programming. This has some interesting, challenging possibilities.

Wisconsin Design correlated tests, placement tests for Ginn 360 readers (in the middle unit) and teacher-made tests are used to diagnose students' weaknessess so teaching can be directed to specific needs.

A few changes have been made in reporting to parents. Specific reports about their skills tests and results are included. Currently, a system-wide study of reporting is being made by parents, teachers, and administrators.

Auxiliary Staff is essential to keep a program operating efficiently. The aides we have now are invaluable to the success of the R2R effort.

A valuable inservice experience was achieved through the modularly scheduled workshop. Participants partially drafted their own program, and the day was divided into 20 minute modules. Thus, several meetings could be going on simultaneously so the needs of all could be met far better than through a mass meeting.

A miniconvention was helpful in selection of materials for the program. Because of a successful experience in the spring of 1972, the multiunit schools of western Wisconsin requested we arrange for one in the spring of 1973. Forty-seven exhibitors participated, and this helped other schools select materials also.

Attitudes and behaviors are being checked through an instrument developed by the school psychologist. Children responded to the choices, or to the faces reflecting feelings about reading. Only raw data from the first reading is currently available, and meaningless until another reading is taken. Attitudes, however, can only be measured through observable behaviors and this was the basis of a teacher checklist of student performance. This, too, will need a great deal of additional work.

Two synchronized slide-tape presentations were produced as a result of a visit to schools in England. One is "Sounds of Learning", which is an overview of the British Open Primary System. The other is "We Move to Learn and We Learn to Move" which is an overview of the movement education program in England, as we saw it. Both have been presented to educators of western Wisconsin.

Cooperation with numerous agencies, both in the area of education and community, is, in the opinion of the Unit Task Force of Jefferson School Expansion Site, La Crosse, of utmost importance! If the R2R were to try to function as an island unto itself, not very much could be accomplished to affect our dedication to improve reading services to boys and girls everywhere. However, through cooperating with CESA #11 to reach 24 school districts in all western Wisconsin, it extends the Right to Read effort to 27,000 boys and girls. Through working with the State Department of Public Instruction, this effect can be multiplied 19 times again as much!

Through working with personnel in teacher training institutions, which we propose to do the third year of funding, the effect on future teachers and on the benefits to children who WILL be exposed to the effects of the Right to Read process, the impact on the future citizens of this great country will be limitless!

We have established a paperback book exchange. We had a book fair and used all the moneys we made to purchase books for boys and girls. We plan to make the IMC available for use in summer as well as during the school year.

Evaluation techniques are both formal and informal. Confidential questionnaires are distributed to the staff to learn what they feel they need in the area of inservice. Methods are devised to meet these requests. Checklists are used to check whether objectives have been met.

The program evaluator visits the site and confers with participants to get firsthand information on progress. The Program Officer from the Right to Read Office, Mary Jean LeTendre, made an on-site visit, and addressed the PTA meeting and dedication of the new IMC. Dean Shipman and Dr. Riegle of Ball State University at Muncie, Indiana, also made an on-site visit. Dr. Pearson of the University of Minnesota visits the site to see the program in action. All concur that the project is "on target" or ahead of schedule for the second year of funding.

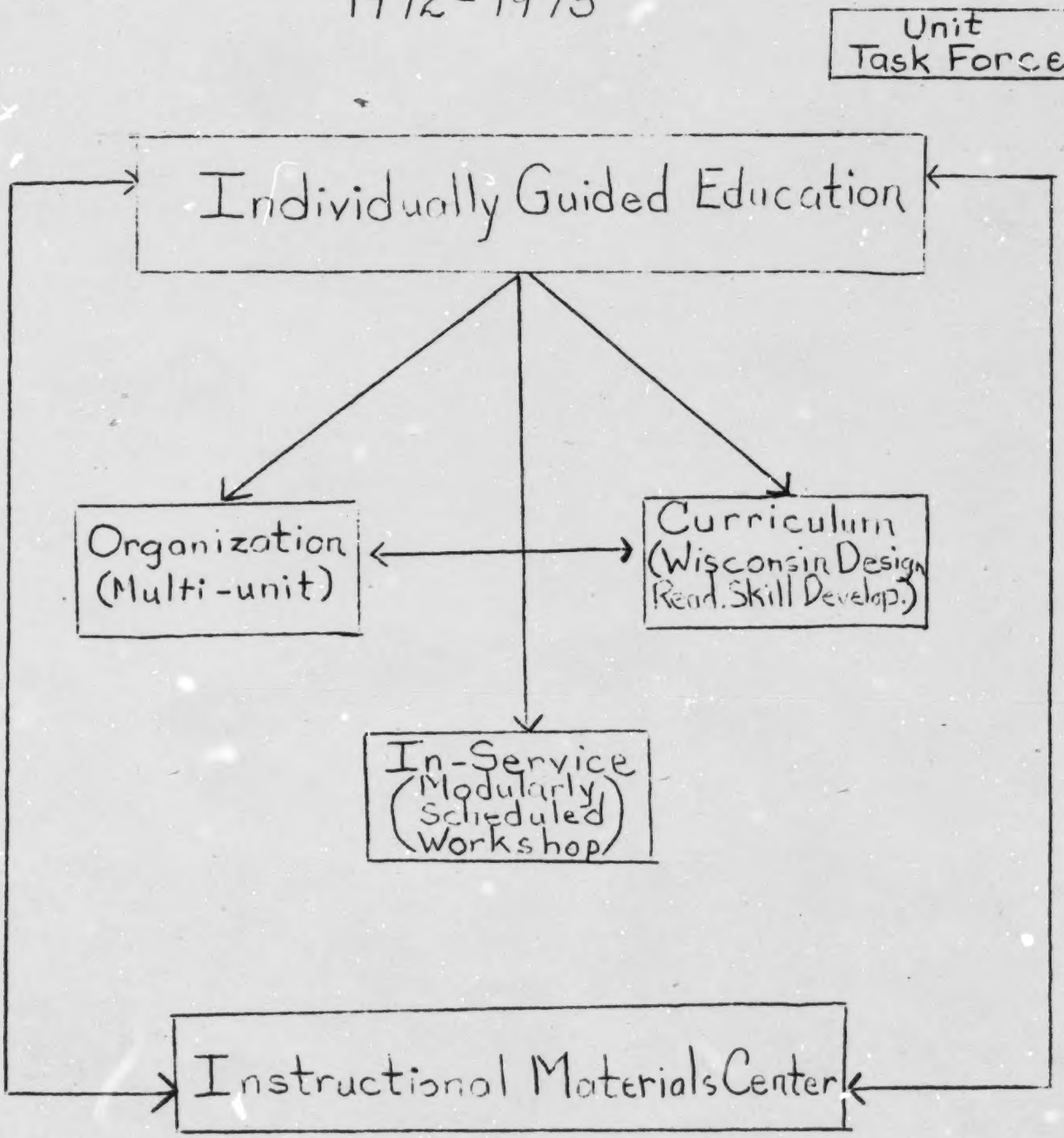
The Unit Task Force unanimously agrees that our reach exceeded our grasp for second year planning, in that a great deal more has been accomplished than we dared dream possible. Therefore, plans for third year funding is requiring extensive brainstorming sessions, with plans for maintenance; extension of dissemination to personnel in CESA #11, as originally planned and further dissemination of information about the components of the program.

----Ms. Borghild L. Olson, Principal
and Project Director

Jefferson School
Handbook for Parents
1972-1973

This handbook will help you to better understand your child's school curriculum. Many of the things we do are referred to by letters — so this book will tell you what they are and help explain them.

Jefferson School Educational Program 1972-1973



Individual Guided Education

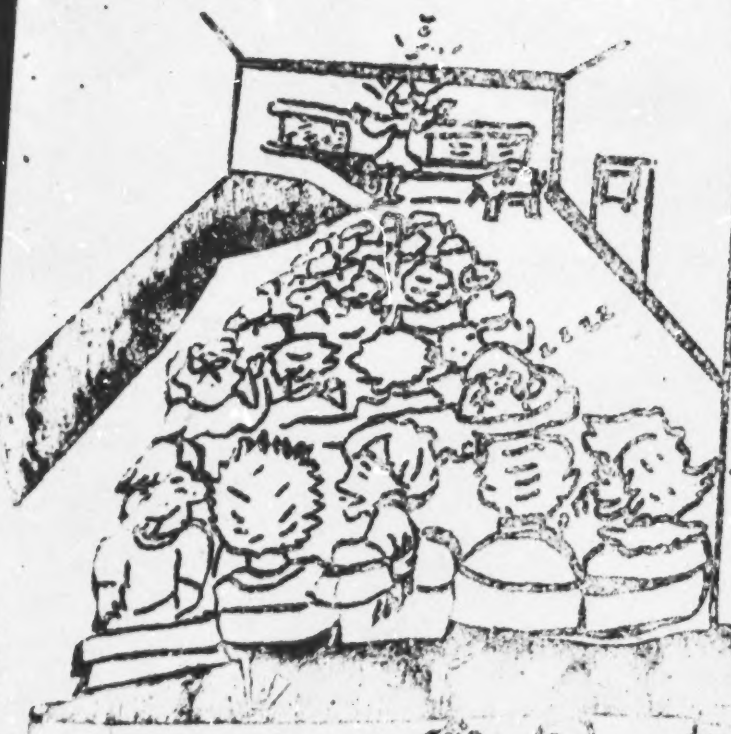
That's each child

That's what teachers do

Learning in a new w

IGE will help children learn one at a time together.

Each is important!



Small group

Youth tutoring youth

Multi-unit School

Old Way at Jefferson

One classroom

One teacher

One group (all together)

Work in one place

Jefferson's New Way

One homeroom

More than one teacher

More than one group

Work in more than one place

This is called "unitizing"

Primary unit

Middle unit

Upper unit

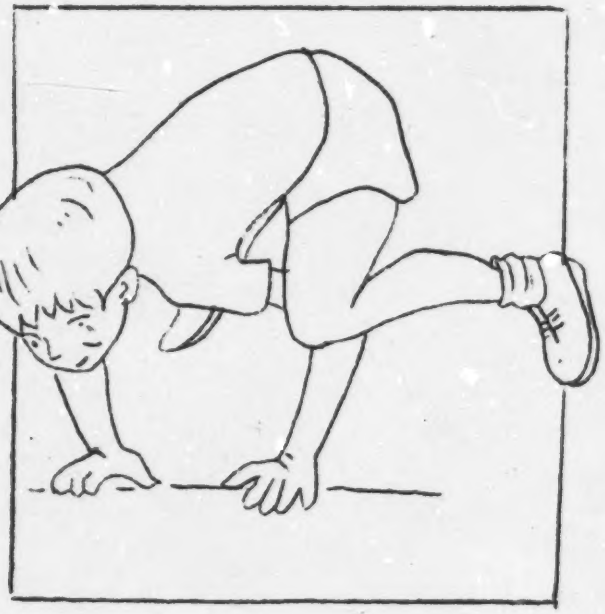
Every person in America should have a "Right to Read."

Jefferson School was named one of 17 Expansion Sites in the country because:

----new ways of teaching reading had been started

Money from Right to Read, Office of Education in Washington D.C., makes it possible to develop these new ways.

MPMP



Motor Perceptual Movement Patterns help boys and girls develop muscular coordination (from large muscles to small muscles to tiny muscles).

It helps to develop better readers and better athletes!

The Instructional Materials Center is the place where –

_____ books

_____ machines

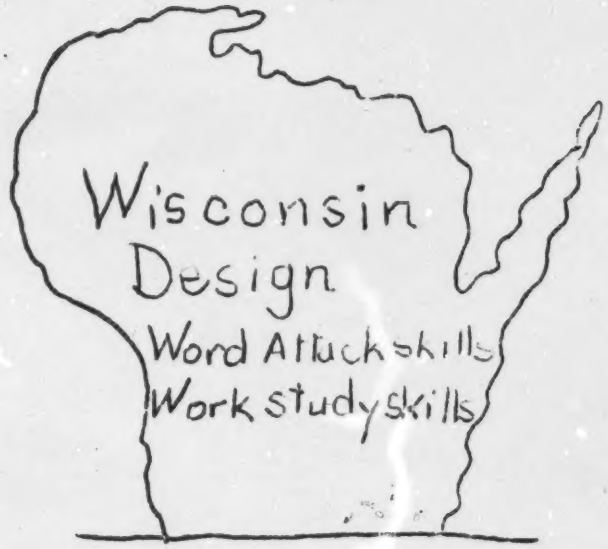
_____ Filmstrips

_____ records

_____ teaching games

_____ and <u>lots</u> of interesting things are stored, used and/or checked out so boys and girls can use many, many, kinds of materials while they are learning.

It's a beautiful spot in which to work and learn.



Wisconsin Design for Reading Skill Development is a very special reading program of:

pretesting - teaching - post-testing

boys and girls so they will find out what they need to know about:

____figuring out words
____how to study
____understanding what they read
____reading "on their own" and liking it!

Youth Tutoring Youth

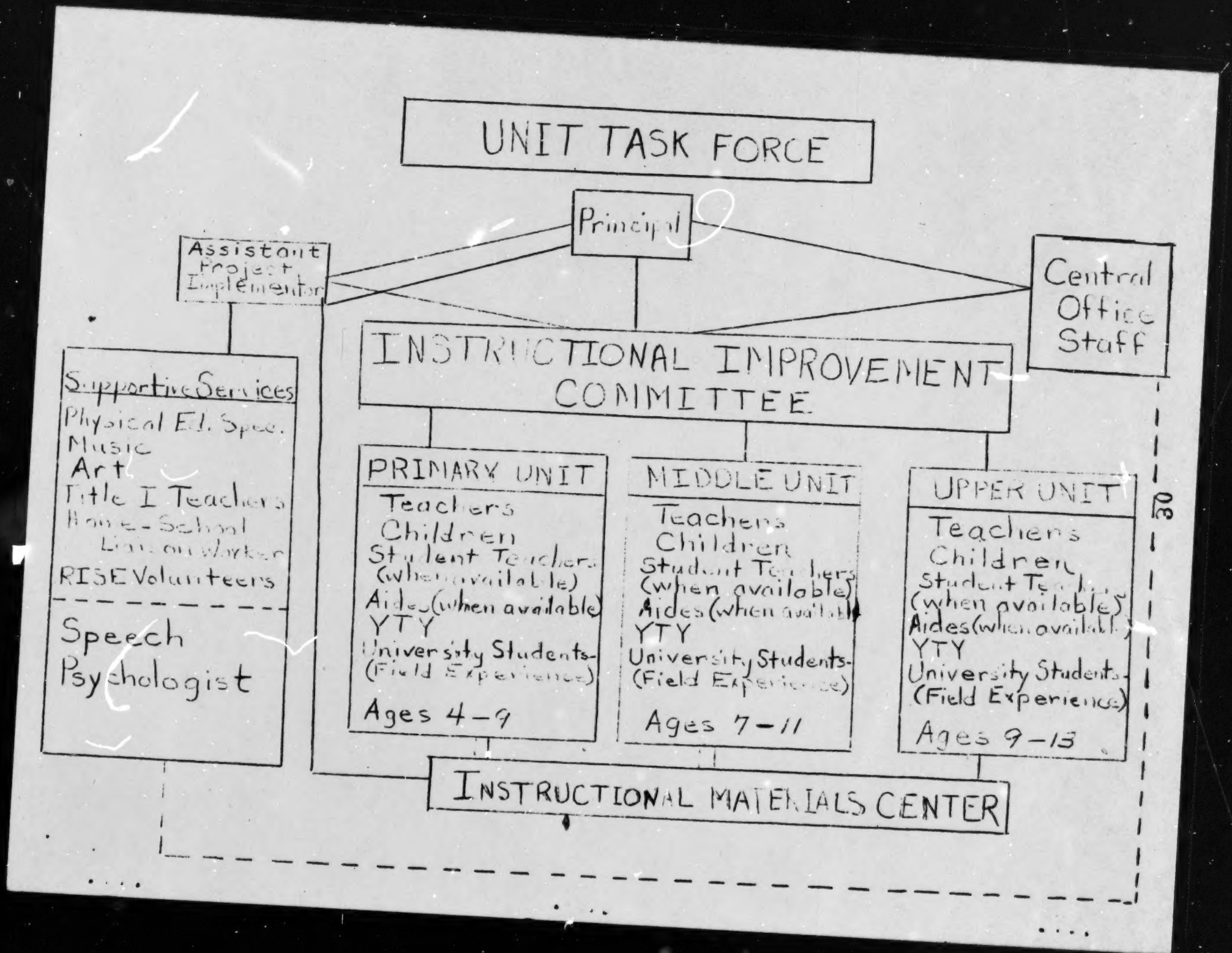
means:

-----boys and girls in homerooms help each other

----- older boys and girls help younger ones

------high school students help in elementary school

-------University students come to help, too!


UNIT TASK FORCE
Principal
Assistant Project Implementor
Central Office Staff
INSTRUCTIONAL IMPROVEMENT COMMITTEE
Supporting Services
Physical Ed. Spec.
Music
Art
Title I Teachers
Home-School Liaison Worker
RISE Volunteers
Speech
Psychologist
PRIMARY UNIT
Teachers
Children
Student Teachers (when available)
Aides (when available)
YTY
University Students (Field Experience)
Ages 4-9
MIDDLE UNIT
Teachers
Children
Student Teachers (when available)
Aides (when available)
YTY
University Students (Field Experience)
Ages 7-11
UPPER UNIT
Teachers
Children
Student Teachers (when available)
Aides (when available)
YTY
University Students (Field Experience)
Ages 9-13
INSTRUCTIONAL MATERIALS CENTER

Order Blank

MATERIALS FOR USE WITH MOTOR PERCEPTUAL PROGRAM

Special Complete set $50.00

Order from: Mrs. Borghild Olson
2609 Hackberry Lane
LaCrosse, Wisconsin 54601

QUANTITY		PURCHASE (circle one)	RENTAL	AMOUNT
	BOOKS			
_____	Motor-Perceptual Movement Patterns A Program for Establishing Neurological Organization by Dorothy Krause and Borghild Olson	$1.50 or 1.25 (quantity)	--	_____
_____ spiral _____ loose	New MP MP (new in 1972) Set of activities for Teachers, Parents, Aides or Youth Tutoring Youth in Motor-Perceptual Activities (Spiral bound or loose cards)	3.50	--	_____
	SLIDES WITH TAPED RECORDING			
_____	Activities for Developing Motor-Perceptual Movement Patterns Set of 46 colored 2 x 2 slides with explanatory tape	21.95	5.50	_____
	TAPED RECORDINGS			
_____	How the Motor-Perceptual Study Began in LaCrosse by Ruth Ann Bjerke, Kathryn Cappelen, Evan Lowrey, Borghild L. Olson and Dorothy Krause (12 min.)	3.00	1.50	_____
_____	The Need for Sensory-Motor Training by Dorothy Krause (5 min.)	2.00	1.00	_____
	TRANSPARENCIES			
_____	Sleep Position			
_____	Cross-Pattern Creeping			
_____	Cross-Pattern Walking			
_____	Children's Perception of Shapes			
_____	Neurological Development of the Brain (Each one, $1.25) Complete set	6.00	2.25	_____
	PICTURES			
_____	Activities for Developing Motor-Perceptual Movement Patterns Set of 15, mounted, 8x10, black-and-white pictures, with explanation	18.95	--	_____
	New **VIDEO TAPE** (not included in complete set special)			
_____	Motor-Perceptual Movement Patterns (30 min.)	(write for rental dates and price)		

Ordered by: _____ TOTAL AMOUNT _____

Address: _____ Bill to: _____

_____ Address: _____

Pro-Social Behavior

P - Pro: means for or positive

S - Social: means with other people

B - Behavior: means how you act

Put them all together and you have Pro Social Behavior.

People at Jefferson are trying to help you get along with other people and try to show you how - "In order to have a friend, you must be one", or, "Do unto others as you would have others do unto you."

Volunteer Tutors

These are people in your community who want to use some of their time helping boys and girls. They come to school and spend what time they can spare to help students learn the things they need help with. They do this by giving drill, helping round out words and by many other ways.

Student Council

A representative from each homeroom meets with Mrs. Carlin, advisor.

Council officers conduct the business meetings.

School problems are discussed and ideas are exchanged about how to solve them.

Council members report to their homerooms and bring back problems, suggestions, and ideas from their classmates.

The first topic this year was: "What shall we do with our playground?"

Our student handbook shows how we at Jefferson School work to help you have better health:

----Socially

----Emotionally

----Physically

----Mentally

These ribbon awards are given for special recognition for outstanding work in art, music physical education, or other worthy achievements.

Flag Symbols:

Eagle- Atop our flagpole; poured by Albert Gabel and finished by Rueben Gabel of our school community when they worked at Allis-Chalmers.
Thomas Jefferson- For whom our school was named.
Snoopy- Our school mascot
Lamp of Learning- We go to school to learn. This flag was designed by students in a reading class taught by Dianne Fortney after they read a story about how a boy named Benny designed the Alaskan State flag.

School Songs

O Jefferson
(Tune--O Christmas Tree)

O Jefferson, O Jefferson
The place we go to learn
O Jefferson, O Jefferson
The place we go to learn.
Where teachers firm but oh so nice
Help to make our school days bright
O Jefferson, O Jefferson
The place we go to learn.

O Jefferson, O Jefferson
The school we love so dearly
O Jefferson, O Jefferson
The school we love so dearly
Where we learn to read and write
To help to make our future bright
O Jefferson, O Jefferson
The school we love so dearly.

--By Kathleen Rice, Room 126--
Student Council Representative

Jefferson ESC
(Tune--Oscar Mayer Weiner Song)

Oh, I really love that Jefferson ESC
It really is a great place to be

So many things to help us gain some knowledge
We're really in love with Jefferson's ESC.

--By Kim Hale, Room 206--
Student Council Representative